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ABSTRACT

The Inventory of Pre-Marital Conflict (IPMC) is a systematic procedure for the diagnosis and assessment of pre-marital conflict and related issues. The self-report component of the IPMC involves a series of 18 hypothetical conflict situations. The individual responds to each of these by evaluating who is primarily responsible for the problem, and by choosing the most desirable solution. This instrument provides the degree of actual conflict, perceived conflict, empathy level, accuracy of predicting the partner's responses, and types of authority for both individuals and couples. In addition, group norms are provided for comparative purposes. Items found to be particularly relevant for the couple are selected for the tape recorded interaction task in which the couple re-evaluates each problem situation and decides upon a joint solution. From this task, indicators of communication styles, problem-solving, decision-making, and conflict resolution skills and win scores can be obtained. Information obtained from the IPMC can be used to focus couple discussion, to aid in the formulation of treatment objectives in pre-marital counseling, and to evaluate the effectiveness of the counseling or educational programs. (Author)

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THE INVENTORY OF PRE-MARITAL CONFLICT:

CLINICAL AND EDUCATIONAL APPLICATIONS

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THE INVENTORY OF PRE-MARITAL CONFLICT:

CLINICAL AND EDUCATIONAL APPLICATIONS

Recent statistics indicate that nearly 50% of all divorces occur during the first four years of marriage (HEW, 1975). In 1976, 50,000 of these early divorces occurred during the first year of marriage. These figures do not include the large number of couples who remain married despite being extremely unhappy with their relationship. Consequently, many organizations and religious groups are beginning to adopt policies to increase the control and regulation of marriage. One result is an increase in the number of pre-married couples who are seeking out counseling and educational services that are devoted to preparing them for marriage.

Despite the growing number of pre-marriage preparation programs and pre-marital counseling services, few measurement instruments are available to assess the effectiveness of these services. In a recent review of measures appropriate for diagnosing strengths and weaknesses in marital and family relationships (Cromwell, et al, 1976), only a few techniques were specifically designed for use with pre-married couples. Even those techniques appropriate for pre-marital diagnosis and counseling exhibited one or more of the following methodological problems:

(1) exclusive reliance on the self-report of individuals;

(2) a limited range of issues related to pre-marital problems;

(3) a value position or bias implicit in the instrument;

(4) inability to diagnose or assess actual couple interaction; and,

(5) lack of information regarding the reliability (consistency) and validity (relevance) of the results for pre-marriage counseling.

Given the above weaknesses in current pre-marital tools, there is a need for better evaluative instruments which can provide the counselor and couple with objective information on clients self-reports and on actual patterns of couple interaction. This would serve the dual purpose of enabling the counselor to diagnose and counsel the couple more effectively and assisting the couple to fulfill their goals of knowing each other better prior to marriage. To meet these needs, the authors collaborated in the development of the Inventory of Pre-Marital Conflict (IPMC).

The main goal of the IPMC is to help couples increase their awareness of patterns of relating and interaction. This is accomplished by asking partners to independently respond to a number of hypothetical conflict situations so that they can later jointly resolve the conflicts that were found to be most relevant to them. These joint discussions are tape recorded and can be used for feedback in counseling. Thus, the IPMC is a unique diagnostic tool containing both self-report and behavioral

information that is designed specifically for pre-marital couples. The remainder of this paper will focus on the development and use of IPMC in counseling and education.

Development of the IPMC

The IPMC is the third of four Inventories developed by Olson and colleagues to assess relationship dynamics at different stages of marriage and family development. The basic format of these inventories is a variation of the "Revealed Differences Technique" first developed by Strodtbeck (1951). Since perceptual differences between partners often create a conflict situation, the four instruments are referred to as the Inventories of Conflict. These are listed in Table 1.

Table 1. Inventories of Conflict

INVENTORY NAME	STAGE OF FAMILY	YR. DEVELOPED
Inventory of Marital Conflict (IMC)	Couples married 1-5 years	1968
Inventory of Parent-Child Conflict (IPCC)	Families with at least one small child	1973
Inventory of Pre-Marital Conflict (IPMC)	Pre-Marital couples	1977
Inventory of Parent-Adolescent Conflict (IPAC)	Parent(s) and one adolescent child	in progress

The impetus for the development of the IPMC was the need for an objective assessment tool to evaluate several pre-marital preparation programs in the Twin Cities area in early 1977. In the fall of 1976, a pilot study was initiated to empirically identify the most common relationship problems experienced by individuals in various types of pre-marital relationships. A purposive sample of 974 students at the University of Minnesota were asked to list the 3 most recurring problems in their present or past heterosexual relationships. The resulting 2,700 responses were content analyzed resulting in three major categories: 1) personality issues, 2) interpersonal issues, and 3) external issues. The 18 most frequently reported problems are listed below in Table 2.

Table 2. 18 Most Recurring Problems in Pre-Marital Relationships

1. Time together	10. Another boy/girlfriend
2. Jealousy	11. Express emotions differently
3. Communication (honest-dishonest)	12. Selfish-irresponsible
4. Insecurity	13. Family/parents don't like
5. Commitment differences	14. Value and goal conflicts
6. Alcohol - Different religion (tie)	15. Idealistic-romantic
7. Dependent-independent	16. Different sexual attitudes
8. Possessiveness	17. Jealousy over past relationship
9. Communication (superficial)	18. Stubborn-critical or sarcastic (tie)

On the basis of these problems, 36 hypothetical problem situations called vignettes, were developed and incorporated into two equivalent forms of the IPMC, each containing 18 items (see appendix).

The current versions of the IPMC have been pre-tested on 200 individuals and used in a large study with approximately 400 couples to evaluate pre-marital interaction. Initial results verify the reliability and validity of IPMC for diagnosis and evaluation for counseling and educational programs.

Description and Administration of IPMC

The IPMC is a procedure that combines individual self-reports and tape recorded couple interaction. The stimulus for joint discussion and conflict resolution are 18 vignettes about relationship conflicts experiences by a hypothetical couple. Once each partner separately responds to questions about these hypothetical conflicts the couple is reunited in a tape recorded session where they discuss and resolve their differences on the ten items deemed most important to their relationship. The complete packet of IPMC materials includes:

(1) A four page Procedure Manual describing the specific details for administration of the IPMC.

(2) Form A and B each contain Case Descriptions of 18 hypothetical conflict situations which have different stories, but similar relationship issues.

(3) A Computerized Answer Sheet to record both individual and couple responses.

(4) Joint Discussion Forms for both Forms A and B which present a summary of each of the 18 problems.

(5) A Post Discussion Form for the couples to record their perceptions of the IPMC.

These materials are included at the end of this paper. For details of administration, recording, and content of vignettes, refer directly to these materials.

The individual and joint responses to the above materials can result in a number of scores which are useful for couple description. Table 3 lists most of the available scores from the IPMC. Each self-report score will be explained following Table 3.

Table 3. Self-Report and Behavioral Scores from the IPMC

Information Collected	Unit(s) Being Assessed	Source of Information
Relevancy of Items (high-low)	Individual, Couple, Group Norms	Individual Self-Reports
Perception of Conflict (high-low)	Individual, Couple Group Norms	Individual Self-Reports
Actual Conflict (disagreement)	Couple, Group Norms	Individual Self-Reports
Prediction of Actual Conflict (% Accuracy)	Individual, Group Norms	Individual Self-Reports
Empathy (% predict partner)	Individual, Group Norms	Individual Self-Reports
Authority (perceived authority)	Individual, Couple, Group Norms	Individual Self-Reports
Win Scores (influence partner)	Individual, Couple, Group Norms	Couple Self-Reports
Assertiveness Problem Solving Skills Communication Skills Conflict Resolution Styles Decision Making Skills Types of Couple Interaction	Individual and Couple, Group Norms	Couple Interaction

Relevancy Scores. Relevancy refers to whether items in the IPMC are or were personally experienced by the couple. Relevancy is determined by the sum of the male and female responses to two questions: (1) "Is this problem relevant to your relationship?" (2 points) and (2) "Is this problem relevant to other couples you

know?" (1 point). Relevancy scores range from "low" to "high". Relevancy is scored by summing the male and female response to each item. High relevancy is when the sum is three points or more and low relevancy is for issues receiving less than three points.

Perceived Conflict Scores. Perceived Conflict compares one partner's actual response with how they think their partner will answer. For example, the male partner may answer that the female was responsible for the problem and that choice B is the best solution. He also thinks his partner will disagree with him such that the male is at fault and A is the proper solution. In this case, the male would receive a "high" Perceived Conflict Score. As with actual conflict, perceived conflict between self and partner ranges from "high conflict" to "moderate conflict" to "low conflict" to "no conflict."

Actual Conflict Score. The Actual Conflict Score is based on a comparison of the male responses and the female responses for each of the 18 items. Conflict is obtaine from two questions: (1) who is most responsible for the problem (2 points) and (2) what solution (a) or (b) is most desirable (1 point). The scoring is as follows:

High Conflict	= 3 points	Disagree on question 1 & 2
Moderate Conflict	= 2 points	Disagree on question 1
Low Conflict	= 1 point	Disagree on question 2
No Conflict	= 0 points	No disagreement

Accuracy of Predicting Conflict Score. Now that we have the actual conflict between partners and the amount of conflict that each person perceives, it is possible to compare these scores to determine who is most accurate in predicting the conflict. Take the following example:

	Perceived Conflict		Actual Conflict	Accuracy of Prediction	
Level of Conflict	Male	Female	Couple	Male	Female
High Conflict	2	7	3	66.7	42.9

In the above scores, it is established that this couple disagrees completely on three of the 18 items (actual conflict). In comparing the male and female's ability to predict this, the male was a better predictor, 66.7% vs. 42.9%. It may be diagnostically important to see if one partner's perceptions underestimates or overestimates the actual conflict.

Empathy Scores. Empathy refers to the ability of one person to predict how their partner will actually respond. If the male thinks that his partner will choose Person "A" as responsible and Choice "B" as the best solution; and she does,

then he scores high on empathy. - Empathy scores are available on three levels: (1) ability to predict partner's choice on answers related to primary responsibility, (2) ability to predict on problem solution answers, and (3) ability to predict both responsibility and solution (combined empathy score). An average empathy score for each individual is also calculated. From these scores it is possible to estimate overall empathy as well as in comparison to one's partner.

Authority Scores. Authority refers to who has the legitimate right to make the final decision for specific items. This is measured by the question "who should have the final say?" These scores are determined by comparing male and female responses to each item and classifying them according to the following:

(1) The number of items where both agree the male should be authority.
(2) The number of items where both agree the female should be authority.
(3) The number of items where the male says male and female says female should be authority.
(4) The number of items where male says female and female says male should be authority.

These scores offer insight into perceptions and beliefs about sex roles.

Couple Win Scores. Win scores reflect the partner's ability to influence his/her partner to their own point of view when individual responses differ. Then, when one partner's individual response becomes the response for the joint couple decision, that partner has "won." Win Scores are calculated on three different levels and are reported as an overall percentage of times that one wins. The levels include the following: (1) wins on "respon ibility for problem" (2 points) (2) wins on "problem solution" (1 point), (3) wins on both "responsibility and solution" (3 points). Points are awarded for each level and win scores and percentages are calculated for each individual. For example, M=11, F=8, Couple = 19, M=57%, F=42%. On 57% of disagreements, the male was able to persuade his partner to his point of view. Compromise scores and deadlocks are indicated as separate scores. Current norms based on other individuals and couples that have previously taken the IPMC are also available.

Clinical Applications of the IPMC

The IPMC offers counselors a wide range of assessment information for diagnosis. The IPMC can aid in identifying general problems as well as determine some of the specific factors which increase, decrease or maintain particular problems. The identification of these dynamics can enhance the effectiveness of counseling. As

diagnosis becomes more accurate and identifies important interpersonal dynamics, it becomes easier to determine the most effective treatment or counseling approaches.

Once a treatment plan is initiated, the IPMC can also be used as a therapeutic tool to illustrate beneficial problematic patterns of behaviors for the couple. It may be helpful to replay portions of the couple's interaction to illustrate an important therapeutic point.

The IPMC is a flexible tool which has utility throughout the counseling process. It can be useful in identifying and specifying problems, in defining of treatment objectives and as a therapeutic tool in counseling. More specifically, the IPMC can be used to assess across relationship units (individuals, dyads), across methods (self-report, behavioral) and across diagnostic goals (problem identification, couple description, illustrative tool and evaluation of effectiveness).

Three primary sections provide the necessary information for using the IPMC. (1) Couple Summary and Group Norms section of the computer printout, (2) the Conflict and Relevancy Scores of specific IPMC items, and (3) the Content Analysis of tape recordings of couple interactions. These three sources of counseling information will be presented separately.

Utilizing the "Couple Summary and Group Norms" Section. The majority of scores previously defined are presented in the first section of the computer printout. The counseling application of these scores will be discussed while analyzing the results from an actual pre-marital couple.

Table 4. Actual Conflict and Relevancy Scores

	Couple Scores Relevance			Couple Norms Relevance		
	Low	High	Total	Low	High	Total
Level of Conflict						
High Conflict	0	3	3	3.2	1.1	4.3
Moderate Conflict	4	2	6	1.5	.7	2.2
Low Conflict	2	3	5	1.3	1.4	2.6
No Conflict	2	2	4	6.3	2.4	8.7
Total	8	10	18	12.3	5.6	17.9

No Response = 0 Sample = 32

Actual Conflict Compares One Persons Response with the Other

The Actual Conflict Score is an indicator of the amount of conflict between the pre-marital couple. This can be determined for a particular couple (couple score), and in comparison with other couples (couple norms). In table 4, the column labeled Total lists the number of items in "high", "moderate", "low", and "no conflict" categories. For this couple it is 3, 6, 5, 4 respectively. When compared with the couple norms of 4.3, 2.2, 2.6, 8.7, it appears that this couple is similar to the average of other couples, except that they have more moderate and low conflict than most couples. Thus, we could conclude that there is nothing unusual about this couple in terms of overall extent of conflict.

However, note that the three high conflict items are also high in relevance. This may mean that these issues represent extremely difficult problems for them. It is, therefore, important to consider both the number of high conflict items and to also assess how relevant these problems are to the couple.

The Relevancy Scores indicate the degree to which items on the IPMC are similar to those actually experienced by the couple. As table 3 shows, the levels of conflict are broken down into low and high relevance. If none of the three "high conflict" issues were relevant, then these items would be less problematic. However, since the "high conflict" items are also highly relevant for the couple, these items might be worth discussing with them.

In summary, these are the steps to follow in using this information: (1) Check the levels of conflict, (2) check to see if high conflict issues are also highly relevant for the couple, and (3) compare all findings with the group norms. This section should provide insight into the amount and relevancy of conflict for tested couples.

Table 5. Perceived Vs. Actual Conflict and Accuracy of Prediction

	Perceived Conflict		Actual Conflict	Accuracy of Prediction		Group Norms Accuracy	
Level of Conflict	Male	Female	Couple	Male	Female	Male	Female
High Conflict	3	0	3	100	00	64.9	59.0
Moderate Conflict	4	6	6	67	100	62.0	52.7
Low Conflict	2	5	5	40	100	52.0	58.8
No Conflict	9	7	4	44	57	76.2	72.8
Total	18	18	18	63	64	63.8	60.8

No Response Male = 0 No Response Female = 0

Perceived conflict compares one persons response with how they think their partner will answer. Accuracy describes the percentage of times the person is correct in predicting the actual disagreement of the couple.

The Perceived Conflict score (table 5) is an indication of how much conflict individuals think there is between self and partner. This score can be helpful in identifying people who tend to over-estimate or underestimate actual conflict. For this couple, the female fails to perceive "high conflict" when it actually exists and thus underestimates the conflict. On the other hand, the male tends to over-estimate conflict as seen by his inaccurate prediction of "no conflict." These observations could be explored further in counseling. Thus, the Perceived Conflict columns identify the tendency of a partner to experience low, high or moderate conflict in his/her relationship.

Accuracy of Prediction refers to accuracy of perceived conflict with actual conflict. Since group norms are available, it is possible to compare that of couples accuracy of predictions with other couples. The females Accuracy of Prediction in the "high conflict" category is 0% vs. 59% for most females taking IPMC. The male seems somewhat average in his accuracy. Another observation is that the female has 100% accuracy on moderate and low levels. Although she recognizes conflict, she tends to see less conflict than may actually exist.

Table 6. Empathy: Percent Accuracy

	Individual Scores		Group Norms	
	Male	Female	Male	Female
Primary Responsibility	75	65	63.2	59.1
Problem Solution	66	50	60.9	60.7
Combined Empathy Score	50	38	48.7	46.4
Average Empathy Score	70	57	40.0	48.0

Empathy describes the percentage of time the person is correct in predicting the actual response of the partner.

Empathy Scores (table 6) reflect the ability to predict how the partner will respond. It is assumed that high levels of prediction are associated with knowledge of partner and other communication skills. In the above example, the male scores are higher than the females for each of the four scores. This is also verified by comparing the individual scores with group norms. It seems that the male is higher than other males in empathy and the female is lower than other females in empathy.

Table 7. Authority Scores

	Couple Scores		Group Norm	
	Score	Percentage	Score	Percentage
Both agree male should be authority	11	62	4.4	26.4
Both agree female should be authority	2	11	5.0	28.4
Male says male, female says female	4	22	3.5	20.2
Male says female, female says male	1	5	16.6	96.5
Total	18	100	18	100

Authority is who has the legitimate right to make the decision.

Authority Scores (table 7) reveal the couple's beliefs regarding who has the legitimate right to make decisions on the IPMC items. As the group norms suggest, couples tend to express equality. In the above example, it is very obvious that the female partner gives the male authority more often than the women in the norm sample (62% vs. 26.4%).

Table 8. Couple Win Scores

	Individual Scores			Group Norms		
	Male	Female	Total	Male	Female	Total
Wins only on responsibility	3	2	5	.7	.8	1.5
Wins only on solution	5	1	6	.5	.5	1.1
Wins on both responsibility & sol.	0	1	1	1.3	.8	2.1
Win Score	11	8	19	5.7	4.5	10.3
Percentage win score	58	42	100	44.6	36.0	81.2

Compromise score 2 on 3

Win score indicates how often one partner's choice becomes a joint decision for the couple.

Win Scores (table 8.) indicate the extent to which one partner influences the other to take his/her point of view in a disagreement. This may indicate who has more persuasive power on IPMC items. A large imbalance may indicate avoidance of conflict, low levels of self-esteem, or perhaps less involvement in the procedures. Since win scores are the result of couple interaction, they reflect actual couple behavior patterns.

Questions which might be considered with regard to understanding the win score and behavior patterns include the following: Do any patterns emerge on the tapes which explain this score? Does the female win most of the items that are relevant to her and let her partner win on one's that are less relevant? Are there tradeoffs and compromises along the way? Are battles easily won or did the male really

struggle to get his 58% win score? These issues are important to explore for a more complete understanding of the interaction process which resulted in a couple's unique win score.

Utilizing the "Conflict and Relevance of IPMC Items" Section. A special section of the IPMC computer output is designed to list the abbreviated case description of each conflict and relevance item. This information can help generate discussions on topics that are highly relevant and/or problematic for couples.

Items for Discussion

High Conflict -- High Relevance***

Item 3 Dealing with Flirting Behavior
Item 8 Difference in Meaning of Sexual Activity
Item 16 Giving Compliments to each Other

High Conflict -- Low Relevance***

No Items

Moderate Conflict -- High Relevance***

Item 6 Difference over Religion
Item 11 Wearing Sweater from Former Relationship
Item 12 Disagreement over Dating Others
Item 13 Telling people Exactly how you Feel
Item 15 Importance of Being on Time

Moderate Conflict -- Low Relevance***

Item 1 Telling the Other how Much you Care
Item 5 Arguing over Living for the Moment
Item 7 Doing Things Together Versus Alone
Item 9 Importance of Discussing Feelings
Item 10 Seeing Movie Versus Staying Home
Item 17 Willingness to Drive to be Together

No Conflict -- High Relevance***

Item 4 Discussion of What They Do When They Are Not Together
Item 19 Spending Time with Partner's Family

No Conflict -- Low Relevance***

Item 2 Studying Versus Spending Time Together
Item 14 Making Decision to get Married

This section indicates the specific issues that triggered 'high conflict-high relevance' scores. This couple has difficulty with flirting (jealousy), differential opinions on sex, and giving compliments. This information provides the counselor with a number of issues to explore in more detail with the couple.

Of course, professionals may differ on the interpretation and emphasis of these scores in counseling. However, the IPMC offers a useful and efficient way of gathering and summarizing information about a pre-marital couple.

Utilizing the Tape Recordings of Couple Interaction. The IPMC interaction tapes can be used in counseling to provide indicators of styles and patterns of couple communication, problem-solving abilities, decision-making and conflict resolution skills. Although a separate counselor's manual for using the IPMC tapes will be available upon request, a few suggestions for counselors will be briefly presented.

To evaluate patterns of dominance and leadership, the counselor might look for the following indicators:

(1) Does one partner tend to initiate the discussion?

(2) Does one partner tend to always read the questions or introduce the problem?

(3) Does one partner tend to dominate the discussion and formulate the answer?

(4) Does one partner consistently interrupt the other from stating their opinion or feeling?

To evaluate how opinionated and conflicted the couple's communication style, the counselor might consider the following indicators:

(1) Does one partner tend to always agree or always disagree?

(2) Does one partner tend to continually repeat an opinion or feeling over and over?

(3) Does one partner introduce personal experiences or information to support his/her point of view?

To evaluate the extent of affect or the degree of emotional involvement, the counselor might consider the following indicators:

(1) Do the partner's make negative or critical remarks about each other or about themselves?

(2) Do the partner's express positive feelings about each other or about themselves?

(3) Do the partner's cry, yell, or shout at each other frequently?

(4) Does the couple frequently laugh or giggle?

(5) Do the partner's express frustration with each other or with the interaction task?

The counselor might also want to explore such issues as whether the couple gets distracted with irrelevant issues, whether the couple resolved the problem in a short or long period of time, whether feelings were frequently or infrequently expressed, and whether the inflection or tone of voice was congruent with the content of the message.

Educational Applications of the IPMC

The educational applications of the IPMC are numerous. These include: family life classes, workshops, and enrichment groups where particular focus is placed on developing relationship strengths and improving problem areas. For educational purposes, the IPMC has been used as a predictive diagnostic agent, a means to stimulate interaction and discussion, a mechanism for providing feedback about relationship communication, and finally as a method of experiential learning.

As a diagnostic agent, the IPMC may be used to help the couple locate areas in their relationship where improvements are needed. One of the strengths of revealed difference procedure (Fournier, et al) is that they bring to light differences of opinion about issues which had previously been avoided or which the couple had not yet directly encountered in the relationship. Couples are generally surprised that their partner's response differs from their own positions. Appraisal of relevant conflict areas gives couples a handle on specific issues that they can work on to improve their relationship.

After taking the IPMC and discovering that their partner responded differently than expected on a number of items, couples are generally motivated to begin probing additional relevant life issues and check out assumptions they had avoided or neglected mentioning. In addition to its diagnostic utility, the IPMC may be used as a means of stimulating interaction (Watzlawick, 1966). Perhaps the reader has encountered situations in his/her classes and workshops where an instrument such as the IPMC would have been useful to stimulate interaction. These include instances where:

(1) couples have a difficult time or refuse to talk directly to each other about sensitive relevant issues.
(2) the couple can't think of or have exhausted relevant issues to discuss.
(3) group members are hesitant to discuss personal relationship issues.
(4) there is need for a meaningful activity to stimulate discussion and feedback among the individuals or couples.

A third way in which the IPMC may be used in preventative therapeutic programs is as a feedback mechanism. The couple may be given feedback in a variety of ways. Direct feedback may be given to the couple by allowing them to listen to an audio or videotape recording of their IPMC discussion. This affords the couple the opportunity of hearing or viewing their own interactional processes. Such direct feedback generally leads participants to voice insights they have gained about their interactional styles and to comment on improvements they think are necessary to lead to a more productive and satisfying interaction in their relationship.

If used in a group setting the couple may receive additional objective feedback from group members. This can be quite beneficial in providing the couple with information about how their interaction is viewed by others. Another benefit of using the IPMC in a group setting is that it allows the group an opportunity to observe a variety of differing interactional styles, allowing them a basis to compare and contrast their own style(s).

As a final source of feedback, the interaction may be scored and the couple apprised of their type of interaction style. With this information, the couple could explore ways to maximize the positive aspects of their interactional style. In addition, the couple could work toward changing their style of interaction to a mutually agreed upon style that may be more satisfying and constructive for their relationship.

A final application of the IPMC in education is as an experiential method of learning (Fournier, et al, 1976). The process of experiencing the IPMC interaction task has been considered by many couples to be a valuable learning experience in and of itself.

Summary

The IPMC is a systematic procedure for the diagnosis and assessment of premarital conflict and related issues. The self-report component of the IPMC involves a series of 18 hypothetical conflict situations. The individual responds to each of these by evaluating (1) "who is primarily responsible for the problem" and (2) by choosing the most desirable solution. This instrument provides the degree of actual conflict, perceived conflict, empathy level, accuracy of predicting the partner's responses, and types of authority for both individuals and couples. In addition, group norms are provided for comparative purposes.

Items found to be particularly relevant for the couple are selected for the tape recorded interaction task in which the couple re-evaluates each problem situation and decides upon a joint solution. From this task, indicators of communication styles, problem-solving, decision-making, and conflict resolution skills and win scores can be obtained.

Information obtained from the IPMC can be used to focus couple discussion, to aid in the formulation of treatment objectives in pre-marital counseling, and to evaluate the effectiveness of the counseling or educational programs.

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INVENTORY OF PREMARITAL CONFLICT

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IPMC PROCEDURE MANUAL

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IPMC PROCEDURE MANUAL

Brief Description of the IPMC

The IPMC procedure is primarily relevant for unmarried couples. It provides both self-report and interaction data about a couple and is designed for use in research studies and in premarital counseling.

There are two equivalent forms of the IPMC, both of which contain 18 items. The two equivalent forms (A and B) enable a researcher or counselor to obtain pre- and post-test evaluations. It takes approximately ½ hour for the individuals to complete their individual answer sheets and 15 minutes for their joint discussion. Typically, the IPMC takes 45 minutes or a maximum of 1 hour to complete.

The IPMC provides both self-report data and interaction data. Self-report information can be obtained on *actual* and *perceived agreement-disagreement, relevancy* of issues, and *authority patterns*. The interaction data obtained from the joint discussion of the couples provide *win scores* and scores on a variety of interaction codes.

The IPMC answer sheets are organized so that the individual and joint responses of couples can be scored by computer. The computer output provides information on the actual and perceived agreement-disagreement, relevancy, authority patterns, and win scores. The discussion session of the couple, which can either be tape recorded or video-taped, can be used in a variety of ways. It can be coded using a variety of different coding systems. The Marital and Family Interaction Coding System (MFICS) developed by Olson and Ryder has usually been used. Counselors can also listen to the tape for patterns and problems a couple may have in making decisions or resolving conflicts. A *Counselor's Manual* for using the IPMC in counseling with premarital couples is available on request.

Procedure for Administering the IPMC

First, the administrator reads to the couple (or group of couples) the Introduction to the IPMC.

Second, the couple should be separated so they can fill out their individual forms without consulting each other. After they have both completed the forms, they should *return* both the CASE DESCRIPTIONS and their own ANSWER SHEETS.

Third, the administrator chooses the 10 items the couple is to discuss (refer to the section on Item Selection for the Discussion Session).

Fourth, the couple should be taken to a room where they can discuss and resolve these items. This discussion should be tape recorded or video-taped for later analysis. Each spouse should have her/his own ANSWER SHEET and the JOINT DISCUSSION FORM, but *not* the CASE DESCRIPTIONS. The administrator then reads to the couple the Instructions for the Discussion Session. The couple should be given 15 minutes to discuss the 10 items and should be warned after 10 minutes that they have 5 minutes left to discuss the cases.

Last, after the couple has completed its discussion, each person is given the POST DISCUSSION FORM to complete independently. Using this form is *not* absolutely necessary, but it does provide useful information. When they have completed these forms, it is useful to debrief the couple and discuss with them how they felt about the procedure and the way they handled the items.

DISCUSSION SESSION FOR THE IPMC

1. Give *each person* a copy of the IPMC Joint Discussion Form and their individual answer sheets containing their initial responses. (Also, make sure they each have a pencil.)
2. Be prepared to turn on the tape recorder or video-tape *after* giving instructions.

Instructions for the Discussion Session

(Administrator Reads to Couple)

I have now selected 10 items from the questionnaire that I would like you to discuss. These items are marked on your individual answer sheets in the column items for Joint Discussion. After you have discussed an item, you should come to a *joint decision* that is acceptable to both of you. You will *first* need to decide (part I) whether person A or B is most responsible. We realize that *both* persons are responsible for causing the problem, but we want you to jointly decide who is *most* responsible for causing the problem. Please *each* mark your joint choice on your answer sheets.

On part II you will need to choose one of the two proposed solutions to the problem. Even though you might not fully agree with these two solutions, choose the one that is most acceptable to you. Again mark your choice on your individual answer sheets after you have agreed.

Your individual answer sheets will help you recall your responses to each item. While you are discussing these items do *not* show your answer sheet to your partner. We want you to verbalize everything so it can be tape recorded.

You will have 15 minutes to jointly discuss and make decisions on these 10 items. After 10 minutes we will come in and remind you that you have 5 minutes remaining. This means that you will have a little over a minute to discuss each item we have circled.

Let me just remind you again that you need to jointly discuss each of these items and record your answers to both part I and part II on each of your individual answer sheets.

Do you have any questions?

Please speak up when you are discussing these cases so we can adequately record your responses.

Good luck and enjoy yourselves!

Turn on Tape Recorder

Write on the tape the couple number and the group number. Then record verbally on the tape the following information:

1. Inventory of Premarital Conflict
2. Form (A or B)
3. Couple Number and Group Number (if relevant)
4. Date
5. Pre- or Post-test

INTRODUCTION TO THE IPMC PROCEDURE

Instructions for Couples

(Administrator Reads to Couple)

You will now be involved in a procedure that centers around some situations involving various types of interpersonal conflicts. These conflict situations have been incorporated into what we call the "Inventory of Premarital Conflict" or the IPMC.

First of all, please indicate on your answer sheet form (indicate A or B) whether you are male or female and your couple number and group number, along with today's date. The inventory (hold up form) involves some brief descriptions of rather common relationship conflicts. Your task is to read through these items, decide first who is most responsible for causing the problem, and then decide which of the two alternative solutions corresponds most closely to your own opinion.

We realize that both persons are *somewhat* responsible, but we want you to decide who is most responsible. In deciding on the solution to the problem, we have given two possible solutions. Although we realize that neither solution is perfect, you should pick the one that is most acceptable to you.

Once you have made these decisions for yourself, you also need to decide how you think your partner would answer these same questions. Then you need to decide whether this issue is relevant to your relationship or to other couples you have known. Finally, you will need to decide who should have the final say in this decision, the male or the female. Even though you may feel that *both* persons should have the *final* say, choose the *one* person who should have more of a say for that problem.

I am now going to separate you so you can read and evaluate these cases independently. After you have finished filling out the IPMC, bring the materials to us. Later, we will take you and your partner to a room where you can jointly discuss some of these cases.

Item Selection for the Discussion Session

1. When both partners have completed their responses to the items on their individual forms, line up the two sheets so the rows correspond with each other, placing a blank sheet under the row for item 1 so responses to primary responsibility and problem solution can be compared.
2. Compare responses to item 1 for primary responsibility and problem solution, filling in "D" (Disagree) in the column Items for Joint Discussion if the responses *disagree* for primary responsibility, problem solution, or both.
3. Continue to compare responses to each item until eight disagreement items have been identified and marked.
4. If there are fewer than eight disagreement items, check the individual answer sheets to identify items that both partners checked as relevant to their relationship to complete the eight items. Mark those "A" (Agreement) for joint discussion.
5. Choose two *agreement* items (preferably one near the beginning and one near the end of the Inventory) and mark them "A" for joint discussion to complete the 10 items needed for joint discussion.
6. Be sure the 10 items chosen for discussion are also marked on the second partner's answer sheet before handing them to the couple for their joint discussion.

INVENTORY OF PREMARITAL CONFLICT

by

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FORM B

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1. Ron makes it a point to tell Vick how much he cares for her and how important she is to him. Vicki, on the other hand, does little things that show she cares, but seldom tells how she feels. As a result, Ron doesn't know where he stands in the relationship and often feels uncertain about their future plans.

   Who is most responsible? a) Ron b) Vicki

   What should they do?

   a) Ron should realize that Vicki cares about him because of the things she does for him.

   b) Vicki should tell Ron more often how she feels about him.

2. Carol is a good student and works very hard to get high grades. She spends most of her time studying and this leaves little time for her relationship with Andy. Andy thinks that grades are too important to Carol and wants her to spend more time with him. Carol feels that Andy does not understand her school obligations and that he is too demanding of her time.

   Who is most responsible? a) Carol b) Andy

   What should they do?

   a) Carol should set aside more time to spend with Andy.

   b) Andy should understand Carol's busy schedule and just enjoy the time they can spend together.

3. Harry is very good-looking and outgoing. Whenever he and Gail go to parties she usually ends up feeling jealous and inadequate because there is always someone flirting with him. She wants Harry to discourage the flirting but he enjoys the attention and says it is harmless. They usually end up arguing about this after parties.

   Who is most responsible? a) Gail b) Harry

   What should they do?

   a) Gail should be less bothered by the attention Harry gets at parties.

   b) Harry should be more attentive to Gail at parties.

4. Cindy cares a lot for David and feels they should spend as much time together as possible and that she would like to know what David is doing when they are not together. David feels that Cindy is being too possessive and that what he does when they are not together is his own business.

   Who is most responsible? a) David b Cindy

   What should they do?

   a) David should let Cindy know more about what he is doing.

   b) Cindy should not make an issue about asking David what he did when they were not together.

5. According to Dan's personal life philosophy, he believes that one should live for the moment. Sue, who has been going with Dan for some time, prefers a more conservative approach to life. She likes to plan for the future. This difference has created a number of heated arguments between them.

   Who is most responsible? a) Dan b) Sue

   What should they do?

   a) If Dan is really serious about Sue, he should recognize the need for planning ahead in life.

   b) Sue should relax and try to enjoy things that Dan enjoys.

6. Ginny and Jerry have different religions. Jerry thinks that it is important for them to learn about each other's religious beliefs and is pressuring Ginny to go to his church for a special holiday service that her church does not celebrate. Ginny isn't interested in going to this service and resents being pressured.

   Who is most responsible? a) Jerry b) Ginny

   What should they do?

   a) Jerry should stop pressuring Ginny to go to the holiday service.

   b) Ginny should go with Jerry to the service.

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7. Lonnie prefers that she and Rick do most things together. If Rick doesn't want to go or doesn't have time to go, Lonnie often changes her mind and stays at home. Rick gets upset when this happens because it makes him feel like he is responsible for ruining Lonnie's plans. Lonnie says that she doesn't enjoy going places without Rick.

Who is most responsible? a) Rick b) Lonnie

What should they do?

a) Rick should make more of an effort to do things with Lonnie.
b) Lonnie should be willing to do more things without Rick.

8. Jeff and Linda have been seeing each other for quite some time. While they agree on most issues, the topic of sexual activity is one they rarely agree on. Jeff says that having sex makes him feel very close and that this feeling of closeness is important to him for building a better relationship. Linda also feels that sexual activity is important, but says that she must feel much more closeness in her relationship before she is comfortable having sex.

Who is most responsible? a) Jeff b) Linda

What should they do?

a) Jeff should accept Linda's feelings about sex and try to find other ways of feeling close to her.
b) Linda should realize that sexual activity can promote closeness in a relationship.

9. Judy and Larry have a difference of opinion about discussing feelings in a relationship. Judy thinks it is very important, but Larry thinks it is unnecessary since they get along so well anyway. This is one of the major disagreements they have.

Who is most responsible? a) Larry b) Judy

What should they do?

a) Larry should express his feelings more to please Judy.
b) Judy should not pressure Larry into talking about his feelings.

10. Gerry and Ruth sat down with the evening newspaper before going to a movie Saturday night. Gerry suggested that they see a particular film. Although Ruth wanted to stay home she did not say so directly. Ruth seemed rather restless during the movie and when Gerry commented on this later, Ruth said that she did not want to go in the first place. Gerry is upset with Ruth.

Who is most responsible? a) Ruth b) Gerry

What should they do?

a) Ruth should be more willing to tell Gerry her real preferences.
b) Gerry should be more sensitive to Ruth's interests.

11. Aletta has an expensive sweater that was a present from an old boyfriend. The sweater is a continuing reminder of this past relationship. Jim feels jealous and gets upset whenever she wears it. He thinks that Aletta should not wear the sweater when he is around, but she disagrees.

Who is most responsible? a) Aletta b) Jim

What should they do?

a) Aletta should respect Jim's request and not wear the sweater when they're together.
b) Jim should not get upset when Aletta wears the sweater.

12. Mark and Nancy enjoy being with each other. Mark would very much like the relationship to become more serious and to date only Nancy. Nancy, however, is dating someone in addition to Mark. They often argue about whether or not it is okay to date other people.

Who is most responsible? a) Nancy b) Mark

What should they do?

a) Nancy should see less of the other person.
b) Mark should not be upset with Nancy's other relationship.

13. Joan believes that people should say exactly what they feel. Dick gets upset because he thinks that Joan's comments are critical, while Joan believes she is merely being direct.

Who is most responsible? a) Joan b) Dick

What should they do?

a) Joan should be more considerate of Dick's reactions to her directness.

b) Dick shouldn't be so sensitive and should be more willing to listen to what she has to say.

14. Ken and Rose are trying to decide whether or not to get married. Rose sometimes wonders whether their marriage would work, whether Ken cares enough for her, and whether they can both have careers. Ken feels the constant questioning is pushing them apart and would like to have them make a decision. Rose wants to wait and have more time to think about it.

Who is most responsible? a) Ken b) Rose

What should they do?

a) Ken should wait until Rose is ready to make a decision.

b) Rose should recognize that making a decision is difficult but should not be postponed too long.

15. Candi and John often plan activities—shopping, movies, ballgames, and so-forth—where they plan to meet at the location of the activity at a pre-set time. While John is sometimes late he usually has a good reason. Candi becomes upset with him when this happens and thinks he could plan his time better. The activity is usually spoiled with both ending up in a bad mood.

Who is most responsible? a) John b) Candi

What should they do?

a) Candi should accept John's being late and realize that unexpected things do come up.

b) John should try harder to be on time.

16. Sally and Scott have a difference of opinion on how to show that you care about someone. Sally feels that compliments are important whereas Scott thinks that compliments don't matter so much because what is really important is the little ways that people show each other every day that they care, for example, giving each other a hug.

Who is most responsible? a) Sally b) Scott

What should they do?

a) Sally should realize from the everyday efforts and concern that Scott cares about her and should not expect/demand compliments.

b) Scott should realize that compliments are important to Sally and try to remember to compliment her.

17. Dennis and Joyce live in the same metropolitan area but it takes 45 minutes to an hour to travel between their homes. Dennis has a car but feels the distance is too great to drive as frequently as Joyce would like. Joyce feels that the distance is not that great and that if Dennis really wanted to see her he wouldn't mind the drive.

Who is most responsible? a) Dennis b) Joyce

What should they do?

a) Dennis should try to see Joyce more often.

b) Joyce should realize that the distance is too great for Dennis to see her as often as she would like.

18. Joel would like Suzie to spend time getting to know his family, but Suzie does not feel comfortable with them and doesn't enjoy being with them. Whenever Suzie mentions how she feels about Joel's family, an argument usually results.

Who is most responsible? a) Joel b) Suzie

What should they do?

a) Joel should understand and respect Suzie's feelings, and should not force his family on her.

b) Suzie should be willing to spend more time with Joel's family and should try to like them.

INVENTORY OF PREMARITAL CONFLICT

by
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INDIVIDUAL FORM

INSTRUCTIONS: Use only a pencil and mark your response NEATLY. Even though some choices might differ from your preference, choose the one that most reflects your opinion.

JOINT FORM

INSTRUCTIONS: For each item marked, make only one response for both PART I and PART II.

SEX: M ○ F ○

FORM: A..... ○ B..... ○

Couple Identification Number: 1 2 3 4 5 6

Group Number: A B C D

DO NOT WRITE HERE

DATE: Month | Day | Year

Item #	YOUR CHOICE: Who Is Most Responsible? A	B	YOUR CHOICE: What Should They Do? A	B	YOUR PARTNER'S CHOICE: Who Is Most Responsible? A	B	YOUR PARTNER'S CHOICE: What Should They Do? A	B	IS THIS SITUATION RELEVANT TO: Your Relationship? Yes	No	Other Relationships You Know? Yes	No	Who Should Have the Final Say In This Situation? Male	Female
1	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
2	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
3	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
4	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
5	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
6	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
7	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
8	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
9	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
10	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
11	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
12	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
13	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
14	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
15	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
16	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
17	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ
18	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓨ	Ⓝ	Ⓨ	Ⓝ	Ⓜ	Ⓕ

ITEMS FOR JOINT DISCUSSION	JOINT DECISION: PART I Who Is Most Responsible? A	B	PART I What Should They Do? A	B	PART II Who Is Most Responsible? A	B	PART II What Should They Do? A	B
DISCUSS ONLY MARKED ITEMS								
1	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
2	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
3	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
4	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
5	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
6	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
7	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
8	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
9	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
10	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
11	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
12	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
13	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
14	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
15	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
16	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
17	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ
18	Ⓐ	Ⓓ	Ⓐ	Ⓑ	Ⓐ	Ⓑ	Ⓐ	Ⓑ

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INVENTORY OF PREMARITAL CONFLICT

by
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FORM B — JOINT DISCUSSION FORM

CASE DESCRIPTION	PART I: Who is most responsible for the problem? A	PART I: B	PART II: Which of the following would be a better way to resolve the conflict?
1. Telling the other how much you care	Ron	Vicki	**A** Ron should realize that Vicki cares about him because of the things she does for him? OR **B** Vicki should tell Ron more often how she feels about him?
2. Studying versus spending time together	Carol	Andy	**A** Carol should set aside more time to spend with Andy? OR **B** Andy should understand Carol's busy schedule and just enjoy the time they can spend together?
3. Dealing with flirtatious behavior	Gail	Harry	**A** Gail should be less bothered by the attention Harry gets at parties? OR **B** Harry should be more attentive to Gail at parties?
4. Discussion of what they do when they are not together	David	Cindy	**A** David should let Cindy know more about what he is doing? OR **B** Cindy should not make an issue about asking David what he did when they were not together?
5. Arguing over living for the moment	Dan	Sue	**A** If Dan is really serious about Sue, he should recognize the need for planning ahead in life? OR **B** Sue should relax and try to enjoy things that Dan enjoys?
6. Differences over religion	Jerry	Ginny	**A** Jerry should stop pressuring Ginny to go to the holiday service? OR **B** Ginny should go with Jerry to the service?
7. Doing things together versus doing them alone	Rick	Lonnie	**A** Rick should make more of an effort to do things with Lonnie? OR **B** Lonnie should be willing to do more things without Rick?
8. Difference in meaning of sexual activity	Jeff	Linda	**A** Jeff should accept Linda's feelings about sex and try to find other ways of feeling close to her? OR **B** Linda should realize that sexual activity can promote closeness in a relationship?

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(OVER)

9. Importance of discussing feelings	Larry	Judy	**A** Larry should express his feelings more to please Judy? OR **B** Judy should not pressure Larry into talking about his feelings?
10. Seeing movie versus staying home	Ruth	Gerry	**A** Ruth should be more willing to tell Gerry her real preferences? OR **B** Gerry should be more sensitive to Ruth's interests?
11. Wearing sweater from former relationship	Aletta	Jim	**A** Aletta should respect Jim's request and not wear the sweater when they're together? OR **B** Jim should not get upset when Aletta wears the sweater?
12. Disagreement over dating others	Nancy	Mark	**A** Nancy should see less of the other person? OR **B** Mark should not be upset with Nancy's other relationship?
13. Telling people exactly what you feel	Joan	Dick	**A** Joan should be more considerate of Dick's reactions to her directness? OR **B** Dick shouldn't be so sensitive and should be more willing to listen to what she has to say?
14. Making decision to get married	Ken	Rose	**A** Ken should wait until Rose is ready to make a decision? OR **B** Rose should recognize that making a decision is difficult but should not be postponed too long?
15. Importance of being on time	John	Candi	**A** Candi should accept John's being late and realize that unexpected things do come up? OR **B** John should try harder to be on time?
16. Giving compliments to each other	Sally	Scott	**A** Sally should realize from the everyday efforts and concern that Scott cares about her and should not expect/demand compliments? OR **B** Scott should realize that compliments are important to Sally and try to remember to compliment her?
17. Willingness to drive to be together	Dennis	Joyce	**A** Dennis should try to see Joyce more often? OR **B** Joyce should realize that the distance is too great for Dennis to see her as often as she would like?
18 Spending time with partner's family	Joel	Suzie	**A** Joel should understand and respect Suzie's feelings, and should not force his family on her? OR **B** Suzie should be willing to spend more time with Joel's family and should try to like them?

	DATE	COUPLE NUMBER
POST DISCUSSION FORM		(☐) Male (☐) Female

CHECK ONE ☑

1. How much did you enjoy discussing these cases?

1 ☐ Very enjoyable
2 ☐ Somewhat enjoyable
3 ☐ Slightly enjoyable
4 ☐ Not enjoyable

2. How personally involved did you feel in discussing the cases that were somewhat relevant or similar to your life?

SIMILAR	NOT SIMILAR
1 ☐ Very involved	1 ☐ Very involved
2 ☐ Somewhat involved	2 ☐ Somewhat involved
3 ☐ Slightly involved	3 ☐ Slightly involved
4 ☐ Not involved	4 ☐ Not involved

3. Did you feel the cases described situations that are real problems for families?

1 ☐ All seemed real
2 ☐ Most seemed real
3 ☐ Some seemed real
4 ☐ Few seemed real
5 ☐ None seemed real

4. How satisfied were you about the final decisions that were made in these cases?

1 ☐ Very satisfied
2 ☐ Somewhat satisfied
3 ☐ Slightly satisfied
4 ☐ Not satisfied

5. Did your spouse react pretty much as you expected he/she would in resolving your differences?

1 ☐ Very similar to usual
2 ☐ Somewhat similar
3 ☐ Slightly similar
4 ☐ Not very similar

6. Did you feel that this technique is useful (helpful) for a couple to participate in?

1 ☐ Very useful
2 ☐ Somewhat useful
3 ☐ Slightly useful
4 ☐ Not very useful

7. What do you think was the major purpose of your discussing these cases?

8. Feel free to add any other comments about the general procedure.

INVENTORY OF PREMARITAL CONFLICTS

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DESCRIPTIONS OF PROJECT
COUNSELOR'S NAME

INVENTORY NUMBER 11 FORM A

COUPLE IDENTIFICATION NUMBER 900001 DATE: 77/02/06

COUPLE SUMMARY AND GROUP NORMS

ACTUAL CONFLICT AND RELEVANCY SCORES

	COUPLE SCORES RELEVANCE			COUPLE NORMS RELEVANCE		
LEVEL OF CONFLICT	LOW	HIGH	TOTAL	LOW	HIGH	TOTAL
HIGH CONFLICT	0	3	3	.5	3.5	4.0
MODERATE CONFLICT	4	2	6	5.0	2.5	7.5
LOW CONFLICT	2	3	5	2.0	2.0	4.0
NO CONFLICT	2	2	4	2.0	2.0	4.0
TOTAL	8	10	18	9.5	8.5	18.0

NO RESPONSE = 0 SAMPLE = (N)

ACTUAL CONFLICT COMPARES ONE PERSONS RESPONSE WITH THE OTHER.

PERCEIVED VS. ACTUAL CONFLICT AND ACCURACY OF PREDICTION

	INDIVIDUAL SCORES PERCEIVED CONFLICT		ACTUAL CONFLICT	ACCURACY OF PREDICTION		GROUP NORMS ACCURACY	
LEVEL OF CONFLICT	MALE	FEMALE	COUPLE	MALE	FEMALE	MALE	FEMALE
HIGH CONFLICT	3	0	3	100	00	67	60
MODERATE CONFLICT	4	6	6	67	100	55	70
LOW CONFLICT	2	5	5	40	100	55	65
NO CONFLICT	9	7	4	44	57	44	60
TOTAL	18	18	18	63	64	55	64

NO RESPONSE MALE = 0 NO RESPONSE FEMALE = 0

PERCEIVED CONFLICT COMPARES ONE PERSONS RESPONSE WITH HOW THEY THINK THEIR PARTNER WILL ANSWER. ACCURACY DESCRIBES THE PERCENTAGE OF TIMES THE PERSON IS CORRECT IN PREDICTING THE ACTUAL DISAGREEMENT OF THE COUPLE.

EMPATHY: PERCENT ACCURACY

	INDIVIDUAL SCORES		GROUP NORMS	
	MALE	FEMALE	MALE	FEMALE
PRIMARY RESPONSIBILITY	75	65	75	77
PROBLEM SOLUTION	66	50	70	74
AVERAGE EMPATHY SCORE	44	30	40	42

EMPATHY DESCRIBES THE PERCENTAGE OF TIME THE PERSON IS CORRECT IN PREDICTING THE ACTUAL RESPONSE OF THE PARTNER.

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AUTHORITY SCORES

	COUPLE SCORES		GROUP NORM	
	SCORE	PERCENTAGE	SCORE	PERCENTAGE
BOTH AGREE MALE SHOULD BE AUTHORITY	11	62	5	28
BOTH AGREE FEMALE SHOULD BE AUTHORITY	2	11	5	28
MALE SAYS MALE, FEMALE SAYS FEMALE	4	22	7	39
MALE SAYS FEMALE, FEMALE SAYS MALE	1	5	1	5
TOTAL	18	100	18	100

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COUPLE WIN SCORES

	INDIVIDUAL SCORES			GROUP NORMS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
WINS ONLY ON RESPONSIBILITY	3	2	5	4.2	3.2	7.5
WINS ONLY ON SOLUTION	5	1	6	7.2	2.7	9.9
WINS ON BOTH RESPONSIBILITY AND SOLUTION	0	1	1	1.0	2.0	3.0
WIN SCORE	11	8	19	17.7	8.0	25.7
PERCENTAGE WIN SCORE	58	42	100	60	40	100

WIN SCORE INDICATES HOW OFTEN ONE PARTNERS CHOICE BECOMES A JOINT DECISION FOR THE COUPLE.

CONFLICT AND RELEVANCE OF IPMC ITEMS

ITEMS FOR DISCUSSION

HIGH CONFLICT--HIGH RELEVANCE***

ITEM 3 DEALING WITH FLIRTING BEHAVIOR
ITEM 8 DIFFERENCE IN MEANING OF SEXUAL ACTIVITY
ITEM 16 GIVING COMPLIMENTS TO EACH OTHER

HIGH CONFLICT--LOW RELEVANCE***

NO ITEMS

MODERATE CONFLICT--HIGH RELEVANCE***

ITEM 6 DIFFERENCE OVER RELIGION
ITEM 11 WEARING SWEATER FROM FORMER RELATIONSHIP
ITEM 12 DISAGREEMENT OVER DATING OTHERS
ITEM 13 TELLING PEOPLE EXACTLY HOW YOU FEEL
ITEM 15 IMPORTANCE OF BEING ON TIME

MODERATE CONFLICT--LOW RELEVANCE***

ITEM 1 TELLING THE OTHER HOW MUCH YOU CARE
ITEM 5 ARGUING OVER LIVING FOR THE MOMENT
ITEM 7 DOING THINGS TOGETHER VERSUS ALONE
ITEM 9 IMPORTANCE OF DISCUSSING FEELINGS
ITEM 10 SEEING MOVIE VERSUS STAYING HOME
ITEM 17 WILLINGNESS TO DRIVE TO BE TOGETHER

NO CONFLICT--HIGH RELEVANCE***

ITEM 4 DISCUSSION OF WHAT THEY DO WHEN THEY ARE NOT TOGETHER
ITEM 19 SPENDING TIME WITH PARTNER'S FAMILY

NO CONFLICT--LOW RELEVANCE***

ITEM 2 STUDYING VERSUS SPENDING TIME TOGETHER
ITEM 14 MAKING DECISION TO GET MARRIED